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ABSTRACT

A partial immersion bilingual (English-Ukrainian) program was introduced at the Grade 1 level in September 1974 by the Edmonton Public School Board. By September 1979, the program included Grades 1 to 5. A yearly evaluation of the program has been conducted to determine: (1) the students' achievement in mathematics, English, and Ukrainian, (2) the attitudes of parents and program personnel toward the program, and (3) reasons students leave the program. This report is of the evaluation of Grades 2-5. Among the findings of the study are the following: (1) the bilingual program students achieved as well as, or better than, students in the regular program in mathematics and reading: (2) the students are acquiring a degree of proficiency in the Ukrainian language: (3) parents, teachers, and principals agreed that the students are developing an appreciation of the Ukrainian culture: (4) the majority of parents were satisfied with their child's English and Ukrainian academic progress: (5) teachers reported that a number of instructional materials and an appropriate program description for each grade were required: and (6) of the students who withdrew from the program and who did not move, program and academic problems accounted for 61% of the withdrawals. (Author/AMH)

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EVALUATION OF THE BILINGUAL (ENGLISH-UKRAINIAN) PROGRAM 1978-79

Edmonton Public Schools

October 2, 1979

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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ABSTRACT

A partial immersion bilingual (English-Ukrainian) program was introduced at the Grade 1 level in September 1974 by the Edmonton Public School Board. By September 1979 the program included Grades 1 to 5. A yearly evaluation of this program has been conducted to determine (a) the program students' achievement in Mathematics, English and Ukrainian, (b) the attitudes of parents and program personnel toward the program, and (c) reasons students leave the program. This year the program was evaluated in Grades 2 to 5.

The bilingual program students in Grades 2, 3 and 4 achieved as well as students in the regular program on standardized Reading and Mathematics tests administered in the spring. The Grade 5 bilingual program students achieved significantly better than the regular program students in both Reading and Mathematics.

Pre and posttest results on a test of Ukrainian language skills indicated that the bilingual program students in Grades 2 to 5 are acquiring a degree of proficiency in the Ukrainian language.

In the spring, questionnaires were sent to parents, teachers and principals involved with the program, assessing their perceptions and attitudes toward the bilingual program. Both parents and teachers agreed that the bilingual program students are developing an appreciation of the Ukrainian culture.

The majority of parents were satisfied with their child's English and Ukrainian academic progress, the amount of information they received regarding their child's progress in Ukrainian, the number of special activities, and the program generally.

The teachers reported that a number of materials, particularly Ukrainian library books, and an appropriate program description for each grade were required. All of the teachers had attended at least one of the inservices and most found them helpful. The majority of teachers thought their students were an integral part of the school and were happy in the program. Overall, they judged the bilingual program a success.

Four of the five principals reported that any "major problems" with the bilingual program in their school had been created by low enrollment. All principals reported that they generally considered the program a success and that the students and parents were happy with the program.

Of the 46 students who left the program last year, 12 students (26%) did so because they moved. The results of the questionnaire survey of parents (n=18) whose children had left the program but had not moved, indicated that program and academic problems accounted for 61% of the withdrawals and personal reasons accounted for 13% of the withdrawals.

This year the study revealed that late-entry students performed as well or better than their classmates. A Late-Entry policy, with restrictions, was favored by the majority of principals and program teachers.

IMPLICATIONS FOR ACTION

1. The Bilingual English-Ukrainian Program should be continued in Grade 6.

2. Plans should be made to expand the English-Ukrainian Program to the Junior High level.

3. An attempt should be made to determine why the Grade 4 Ukrainian Oral Expression and the Grade 5 Ukrainian Listening skills scores did not improve significantly from September 1978 to May 1979. (p.p. 11, 12)[1]

4. Teachers should be provided with assistance to improve the students' Ukrainian speaking and writing skills. (p.p. 13, 31)

5. More inservices should be organized for the program teachers. (p.p. 23,24)

6. Additional Ukrainian reading materials, e.g., library books, are needed. (p. 36)

7. Attention should be given to the recruitment of more students for the program. (p.p. 33, 36)

[1] Report references

SUMMARY OF FINDINGS

A. Background Information

1. A total of 251 questionnaires were sent to teachers, principals and parents of the Bilingual English-Ukrainian Program. One hundred and sixty-eight questionnaires were returned [teachers - (n=14, 93%), principals - (n=5, 100%), parents - (n=149, 62%)]. (p.5)

2. Only 5% (n=8) of the parents reported speaking Ukrainian in the home even thought the majority of parents (51% - mothers, 61% - fathers) were able to speak and understand the Ukrainian language "fairly well" or "fluently". (p.5)

B. Achievement in the English Language Program

1. No significant differences were found between the Grade 2 bilingual program and the Grade 2 regular students with respect to Reading, Mathematics and Readiness test scores. (p.6)

2. There were no siginificant differences between the Grade 3 and Grade 4 bilingual program and regular students on Reading, Mathematics and Canadian Cognitive Abilities test scor (p.p. 7,8)

3. In Grade 2 and 3 the ability level was a significant factor for Reading and Mathematics tests but no significant interaction effect between program and ability was revealed. (Those students with a higher IQ will do better in Reading and Mathematics regardless of whether they are in the bilingual or regular program.) (p.p. 8,10)

4. The Grade 5 bilingual program students' achievement in Reading and Mathematics was significantly higher than the regular program students and the EPSB system mean scores. (p.p. 9,10)

C. Achievement in Ukrainian Language Skills

1. The Grade 2 and 3 bilingual program students had improved their Ukrainian language skills considerably between September 1978 and May 1979. (p.p. 11,12)

2. The Grade 4 students did not improve their "Oral Expression" skills scores since September 1978, however they had significantly improved in the other Ukrainian language skills - review, listening, reading and writing. (p.p. 11,12)

3. The total improvement of the Grade 5 students was favorable, however they had not improved their "listening" skills scores significantly from September 1978 to May 1979. (p.p. 11,12).

4. The Grade 2, 3, 4 and 5 teachers indicated that their students were achieving "well" in the reading and understanding skills, but were achieving "poorly" in speaking and in writing. (p. 13)

D. Appreciation of Ukrainian Culture

1. The majority of parents indicated that their child's appreciation of Ukrainian culture had increased as a result of the bilingual program. The parents (72% to 86%) preferred that the teacher place equal emphasis on Ukrainian language and Ukrainian culture. (p.p. 13,14)

2. All of the teachers (N=14) indicated that the bilingual program had had a positive effect on their students' appreciation of Ukrainian culture. The aspects of Ukrainian culture which the teachers had spent least time teaching were: folklore, foods, art, early Canadian Ukrainian settlers and Ukrainian communities in Canada today. (p. 15)

3. Four principals indicated that the bilingual program classes generally had more special activities than the regular classes. The parents and teachers had indicated that an appropriate number of special activities (field trips, concerts, etc.) had been organized for the classes. (p.15)

E. Reactions to the Program

Instructional Time

1. Overall, four of the bilingual classes spent less than 50% of instructional time in Ukrainian; 11 classes spent 50%; and six classes spent more than 50% of the instructional time in Ukrainian. (p.p. 16,17,18)

2. Except for Grade 2 English Language Arts and Grade 5 Social Studies, the total instructional time in both Ukrainian and English was within the time range recommended for each grade and subject. (p. 19)

Exposure to the Ukrainian Language

1. Eleven teachers (79%) and 113 parents (76%) reported that the students "rarely" or "sometimes" spoke Ukrainian outside of class. Most of the parents (71%) indicated that they had taken their child to special Ukrainian cultural events. (p. 19)

Ukrainian Language Materials Being Used

1. Grade 3, 4 and 5 teachers reported that supplementary readers - Bogna Pryk, Deuko, Wkora, Maria Deyko Book 1 - had been used, as well as the suggested readers and workbooks. (p.p. 20,21)

2. Two thirds of the parents reported that the readers, workbooks and library books were either "never" or only "sometimes" brought home. Two-thirds of the parents reported that song sheets were either "sometimes" or "often" brought home, and vocabulary lists and worksheets were "often" brought home by their child. (p. 21)

Availability of Ukrainian Language Materials

1. Two principals, 10 teachers (71%) and 52 parents (35%) indicated that there were "too few" Ukrainian library books available for their students. (p.21)

Evaluation of Pupil Progress

1. The majority of parents (n=136, 97%) reported that they had received adequate information about their child's progress in the Ukrainian language. A few parents indicated that information in regard to course outline, students' special difficulties, class standing and parent involvement was required. (p. 22)

Bulletins

1. The majority of parents (90%) had received the Parents' Bulletin and indicated that it was informative. (p. 22)

Parental Involvement

1. Sixty-seven percent (n=100) of parents reported that they were not involved with the bilingual program this year. Thirty-nine percent of the parents (n=58) indicated that they would like to be involved next year, particularly on field trips, with program publicity, and in the classroom. (p.p. 22, 23)

   Ninety-two percent (n=13) of the teachers reported that they would like the parents to be involved in the program especially to assist on field trips, with program publicity and to prepare games, materials, etc. (p. 23)

Teachers' Professional Development

1. The majority of teachers (n=11, 79%) reported that there were "too few" inservices held this year and that more inservices in teaching techniques for Ukrainian comprehension and expression (n=12), Ukrainian reading and writing (n=9), Social Studies (n=11) and cultural topics (n=8) are required. (p.p. 23,24)

Intervisitation and Program Consultant

1. Four teachers had observed another bilingual classroom in operation. Three teachers found the intervisitation helpful. (p. 24)

2. The teachers generally found their program consultant helpful. (p.p. 24,25)

Integration of Program

1. The majority of program teachers indicated that they had received as much support from their principal and school support staff as the non-program teachers had received and that they did not feel isolated from the non-program teachers. (p.25)

2. The five principals, most of the teachers (n=9, 64%) and most parents (n=110, 74%) indicated that the students were an integral part of the school and that they were not isolated from the other students. (p.p. 25, 26)

Transportation and Lunch Hour Arrangements

1. Thirty-four (67%) of the 51 parents whose children had not attended a neighborhood school reported that arranging transportation presented few problems. (p. 26)

   Forty-two of the 46 parents whose children take lunch at school were satisfied with lunchroom supervision and the school lunch facilities. A few parents perceived the available activities as unsatisfactory. (p. 26)

2. Four of the five principals had made special lunch arrangements for the bilingual program students. These included: providing lunch room supervision, adjusting timetables to fit the ETS schedules, locating special areas for lunch, and organizing noontime activities. Two principals indicated that the arrangements were "somewhat unsatisfactory", (p. 27)

Late-Entry Policy

1. Nine late-entry students (students with no previous experience in the Bilingual English-Ukrainain Program) enrolled this year - 1979. (Grade 1 - 3, Grade 2 - 2, Grade 3 - 4). (p. 28)

2. The principals and teachers agreed that there should be a late-entry policy with restrictions. (p.p. 28,30)

3. Due to the small samples of the late-entry students, statistical analysis could not be performed. The teachers rated the late-entry students' performance as "somewhat worse" than their classmates in the Ukrainian language skills. (p.p. 28,29)

Appropriateness of the Curriculum Objectives

1. Eight of the nine Music teachers received the Music curriculum in Ukrainian. The four teachers who had responded, reported that the objectives were "suitable"; two teachers indicated that they were of appropriate difficulty for their grade; and one teacher indicated that the objectives were "somewhat too difficult", particularly for those students without Music background. (p. 30)

Ukrainian Language Arts Grade 1, 2, 3 (N=10)

1. Two teachers indicated that the objectives of the Alberta Education Integrated Ukrainian - Social Studies - Language Arts Curriculum Guide were "specific enough" and of appropriate difficulty.

2. Five teachers indicated that they would find the Ukrainian Language Arts and Social Studies Objectives for the entire bilingual program and a series of Structural Exercises for Oral Expression (n=8) "useful". (p.p. 30,31)

Ukrainian Language Arts for Grades 4 and 5 (N=4)

1. All four Grade 4 and 5 teachers had received the Alberta Education Movna Dialjnist. The teachers found the objectives "too difficult" and "too many" (n=3) for their grade level. However, three teachers found the vocabulary list for their grade useful. All of the teachers (N=4) indicated that they would find an overview of objectives for the entire program and structural oral expression exercises useful. (p.31)

Ukrainian Language Arts Prepared by Program Teachers (N=14)

1. The majority of teachers (n=11) had used the materials prepared by program teachers last year. The teachers indicated that the materials were useful in developing the students' reading and writing skills. (p. 32)

Social Studies

1. Of the four teachers who responded, three teachers indicated that they had found the Symbols of Canada useful and two teachers indicated that they had found the Geographic Regions units useful. (p. 32)

General Satisfaction with the Program

1. The majority of principals, teachers and parents indicated that the Bilingual English-Ukrainian Program was successful, and that the students were happy. (p.p. 32,33)

Operational Concerns

1. The principals identified continuing declinfng enrollment, split classes, and inadequate curricular resources as their major program problems. (p.p. 33)

Program Expansion to the Junior High Level

1. Seventy-three percent (n=109) of the parents reported that their child would "probably" or "definitely" continue in the program at the Junior High level. Thirty-eight percent (n=56) of the parents indicated that they would be willing to transport their child to a central program location; 15% (n=22) would not; and 35% (n=52) were undecided. (p.34)

Preference of Junior High Program

1. The parents were asked to indicate which of the following programs they would prefer as a Junior High Program: (A) - Ukrainian taught as a subject including cultural enrichment for 80 minutes each day and all options taught in English; or (B) - Social Studies and Ukrainian Language Arts taught in Ukrainian and the remaining core subjects and options taught in English. No distinct program preference was indicated, 39% of the parents preferred as their first choice program A, and 33% preferred program B. (p.35)

Recommendations and General Concerns

1. Continuing low enrollments and the related problems (split classes) were the main concerns identified by the principals. (p. 35)

2. The teachers requested that more appropriate materials and teaching guidelines should be developed. (p. 36)

3. Some of the parents reported that they were opposed to split classes. They indicated that more Ukrainian reference materials were required and that the students should have the opportunity to take French as well as Ukrainian. (p.36)

F. Reasons for Withdrawal

1. The variety of reasons, stated by 18 of the 46 parents who had withdrawn their child and returned an evaluation questionnaire fell into four main categories: academic difficulty of the students, program problems, personal reasons and change of address.

   Twelve students were withdrawn because of change of address. The most frequently stated reasons were: "Difficulty with English Langauge Arts" (n-8); "Child had difficulty learning Ukrainian" (n=7); "Child disliked the teacher" (n=4); and program-related problems and personal reasons were mentioned eight times and three times respectively.

I. INTRODUCTION

A. Description of the Bilingual (English-Ukrainian) Program

In September 1973, the Edmonton Public School Board introduced a bilingual (English-Ukrainian) program at the Kindergarten level. In 1974 the program included Grade 1 and by 1979 the program had been extended to Grade 5. In Grades 1, 2, 3, 4 and 5, 50% of instructional time was to be conducted in English, the other 50% in Ukrainian. Mathematics, English Language Arts and Science were to be taught in English, whereas Social Studies, Physical Education, Ukrainian language skills, Art and Music were to be taught in Ukrainian. Ukrainian culture and language were to receive equal emphasis.

Specifically, the objectives for students in Grades 1 to 5 of the bilingual program were:

1. The students will follow the English language curriculum in Language Arts, Mathematics and Science and will achieve at or above the average for their grade level in each of these areas.

2. In Grade 1 the students will learn oral Ukrainian through the presentation of Language Arts, Social Studies, Music, Art and Physical Education programs in the Ukrainian language. In Grade 2 the students' listening and speaking skills in Ukrainian will be further developed and Ukrainian reading and writing skills will be introduced. In Grades 3, 4 and 5 there will be an extension of the students' speaking, listening, reading and writing skills in Ukrainian. Spelling and Creative Writing in Ukrainian are to be introduced in Grade 3.

3. Students will develop a greater appreciation of the Ukrainian culture.

4. The students and their parents will have positive feelings about the participation of the pupils in the program.

B. Purpose of the Evaluation

An annual evaluation of the bilingual program was requested by Alberta Education as an integral part of the first five years of the program. This, the fifth year of the ongoing evaluation, will assess to what extent the objectives are being achieved in Grades 2, 3, 4 and 5 and to determine what modifications should be made in the program.

Specifically, since 1974 the evaluation procedures have been addressed to the following four questions:

1. Are the students in the program achieving at or above their grade level in English Language Arts and Mathematics?

2. To what extent are the students acquiring skills in the Ukrainian language?

3. Are the students developing an appreciation of the Ukrainian culture?

4. What are the attitudes and perceptions of the students, their parents, their teachers and their school administrators toward the program?

5. This year (1979), the question of why some students withdrew from the program, the appropriateness of curriculum objectives and late-entry student policy were also examined.

II. THE EVALUATION PROCEDURES

A. Sampling

Information relevant to the evaluation of the program was obtained from the following groups:

- program students, parents, teachers, principals; and
- program consultant, Second Language Supervisor and Ukrainian language testers.

Five populations were chosen from these two groups as follows:

1. All of the Grades 2, 3, 4 and 5 students enrolled in the Bilingual English-Ukrainian Program.

2. The "control group" consisted of a stratified sample based on the students' sex, school and grade level. The control group included Grade 2, 3, 4 and 5 students in the unilingual program of the five schools offering the bilingual program. Table 1 summarizes the "control group" and "student" sample populations.

TABLE 1

THE "CONTROL GROUP" AND "STUDENT" SAMPLE

Grade	Program Students	Control Group
2	75	72
3	73	64
4	46	40
5	47	47
Total N	241	233[a]

[a] The discrepancy between the total N of the control group and the program sample was due to the drop out rate of the control students. However, the difference was not great enough to invalidate the results.

3. Parents of the students in Grades 2, 3, 4 and 5 enrolled in the program.

4. Fifteen bilingual program teachers including the Grade 1 teachers.

5. The five principals of the schools offering the bilingual program.

6. One bilingual program consultant, one supervisor of Second Languages, and two Ukrainian language testers.

Table 2 presents the total number of students, teachers and principals sampled at each school.

TABLE 2

SAMPLE POPULATIONS - BY GRADE, BY SCHOOL

Program Schools	Grade 2	3	4	5	N	Number of Teachers	Principals
Delwood	24	21	11	12	68	4	1
Holyrood	12	9	3	8	32	3	1
Rio Terrace	9	11	9	11	40	2	1
Rundle	21	19	23	16	79	4	1
Northmount	9	13	-	-	22	2	1
Total N	75	73	46	47	241	15	5

Note: Due to split classes the 15 teachers taught 23 classes. This report is based on the data received from 22 classes and 14 teachers.

B. Data Collection

The required data were collected by administering the Metropolitan Readiness Test; the Canadian Cognitive Abilities Test; the Edmonton Public School Board Mathematics and Reading Tests; the Ukrainian Language Skills Test; and questionnaires which were administered to the parents, teachers and principals.

C. Measurement

1. To ensure that the program students and the control group did not differ significantly, the Grade 2 program students' scores were compared with the control group's scores using the Metropolitan Readiness Test which was administered in Grade 1. The Grade 3, 4 and 5 program students' I.Q. scores were compared with the control group's I.Q. scores using the Canadian Cognitive Abilities Test administered to them in Grade 3.

2. The program students in the four grades (2,3,4 and 5) were administered the Ukrainian Language Skills Test in September 1978 (pretest) and again in May 1979 (posttest) to obtain a measure of their acquired Ukrainian skills.

3. In May 1979, the EPSB Mathematics and Reading Tests were administered to the Grade 2,3,4 and 5 students.

5. In April 1979, questionnaires designed by the EPSB personnel to assess attitudes towards the program were sent to program teachers, principals of the program schools and all parents of the students enrolled in the program's Grade 2, 3, 4 and 5 classes.

6. Questionnaires asking for reasons for withdrawals were sent to the parents of students who were enrolled in the bilingual program in 1977-78 but who were no longer in the program in October 1978, and of students who were withdrawn during the 1978-79 school year.

III. DISCUSSION

The findings will be presented and categorized in terms of the five major areas of concern outlined in the Introduction, Section B, "Purpose of the Evaluation" and background information.

Because some of the questions on the questionnaires were not relevant to all grade levels and because not all teachers and parents responded to all questions, the percentages are presented on the basis of the number of subjects who responded (adjusted frequency) not on the total number of the subjects (relative frequency). Any deviation from this format will be specified in the report.

During the 1978-79 school year, 15 teachers taught 23 classes of students in the bilingual program. In order to represent the information most appropriately, some of the data was summarized on the basis of classes rather than on the responses of the teachers. This is indicated (N-Classes) in the report whenever it has been applied.

Some of the symbols used in the report include:

- N, represents the total number in the population;
- n, represents the number of respondents;
- NR, no response; and
- NA, not applicable.

IV. STUDY RESULTS

A. Background Information

1. Questionnaire Return Rate

Table 3 summarizes the return rate of questionnaires sent to the parents, teachers and principals of the Bilingual English-Ukrainian Program.

TABLE 3

QUESTIONNAIRE RETURN RATE

Population	Number Sent	Number Returned	Percent Returned
Teachers	15	14	93
Principals	5	5	100
Parents	241	149	62

2. Language Background of the Parents

Forty-eight percent (n=72) of the parents indicated that only English was spoken in the home and 5% (n=8) of the parents reported speaking only Ukrainian in the home. Approximately 2% (n=3) reported that other languages (Italian, Russian, French) were only spoken in the home. Forty-three percent (n=64) of the parents spoke English and Ukrainian in the home.

Table 4 reflects to what extent the parents were able to speak, understand, read and write Ukrainian.

TABLE 4

UKRAINIAN LANGUAGE FLUENCY OF THE PARENTS
PERCENT DISTRIBUTION (N=149)

To what extent can the parents...		n	Not At All	A Little	Fairly Well	Fluently
speak and understand the Ukrainian language?	Mother	147	24%	19	26	31
	Father	144	24	15	26	35
read and write the Ukrainian language?	Mother	147	46	29	22	10
	Father	143	66	15	10	8

Majority of the parents (57% of the mothers and 61% of the fathers) speak and understand Ukrainian either "fairly well" or "fluently"; however, only approximately 9% of the parents read and write Ukrainian "fluently" and approximately 16% of the parents read and write Ukrainian "fairly well". Twenty-four percent of both parents (n=34) reported that they could not speak or understand Ukrainian; 46% of the mothers (n=68) and 65% of the fathers (n=94) could not read and write Ukrainian.

B. Achievement in the English Language Arts and Mathematics

1. Grade Two

T-tests for independent samples indicated that there were no significant differences between the Grade 2 bilingual program and control students in Reading, Mathematics and Readiness test scores (see Table 5).

TABLE 5

COMPARISON OF THE GRADE 2 BILINGUAL PROGRAM AND THE GRADE 2 CONTROL STUDENTS ON THE ELEMENTARY READING TEST, ELEMENTARY SCHOOL MATHEMATICS SURVEY, METROPOLITAN READINESS TEST, 1978-79

Variable	Mean	Maximum Possible Score	SD	n	t-value
Elementary Reading - Decoding		70			
Bilingual Program	59.1		8.1	22	0.18
Control Group	58.9		9.2	70	
EPSB System - 1979	59.4		9.0		
Elementary Reading - Comprehension		70			
Bilingual Program	51.5		10.9	72	0.10
Control Group	51.3		11.9	70	
EPSB System - 1979	51.6		12.6		
Elementary School Mathematics		60			
Bilingual Program	51.5		8.1	71	-0.58
Control Group	52.1		7.3	71	
EPSB System - 1979	52.9		6.8		
Metropolitan Readiness[a]		102			
Bilingual Program	66.4		11.8	69	-1.42
Control Group	69.2		11.5	75	
EPSB System - Sept. 1977	64.1		14.5		

[a] The Metropolitan Readiness Test is administered when the students enter Grade 1.

In order to determine whether students of lower ability experienced more academic difficulty in the bilingual program than they would have in the non-program classes, an analysis of variance was performed on the Reading and Mathematics scores with program and ability level as the factors. There was only a significant ability level effect and

no program or program by ability level interaction effects. "Low ability" was defined as Metropolitan scores ranging from 30-59, "medium ability" as scores 60-72 and "high ability" scores 73-83. Fifteen bilingual program students were categorized as "low ability".

2. Grade Three

T-tests for independent samples performed on the Canadian Cognitive Abilities Test, Reading and Mathematics scores of the Grade 3 bilingual program and control students indicated that there were no significant differences between the two groups on any of these measures (see Table 6).

TABLE 6

COMPARISON OF THE GRADE 3 BILINGUAL PROGRAM AND THE GRADE 3 CONTROL STUDENTS ON THE ELEMENTARY READING TEST, ELEMENTARY SCHOOL MATHEMATICS SURVEY, CANADIAN COGNITIVE ABILITIES TEST, 1978-78

Variable	Mean	Maximum Possible Score	SD	n	t-value
Elementary Reading - Decoding		63			
Bilingual Program	51.6		5.8	66	0.78
Control Group	50.7		6.5	64	
EPSB System - 1979	51.0		7.4		
Elementary Reading - Comprehension		77			
Bilingual Program	57.2		12.1	66	1.50
Control Group	53.9		12.8	64	
EPSB System - 1979	56.3		12.9		
Elementary School Mathematics		60			
Bilingual Program	43.8		9.7	65	-1.58
Control Group	46.6		10.4	62	
EPSB System - 1979	46.3		9.1		
Canadian Cognitive Abilities - Verbal I.Q.					
Bilingual Program	110.3		12.9	67	0.32
Control Group	109.6		11.6	61	
EPSB System - 1979	108.7		14.6		
Canadian Cognitive Abilities - Nonverbal I.Q.					
Bilingual Program	104.4		14.1	67	1.21
Control Group	101.8		15.9	60	
EPSB System - 1979	102.9		15.5		
Canadian Cognitive Abilities - Quantitative I.Q.					
Bilingual Program	104.4		15.4	67	-0.23
Control Group	105.1		17.5	63	
EPSB System - 1979	103.5		15.6		

Analysis of variance was performed on the achievement test results using the verbal I.Q. scores from the Canadian Cognitive Abilities Test, given in January, 1979, as the measure of ability.

The ranges of the ability levels using verbal I.Q. were arbitrarily defined as: "low" 75-98, "medium" 99-116, and "high" 117-150. There were 10 bilingual program students in this "low" ability category.

Program was not a significant factor for either the Reading or Mathematics test but ability level was a significant factor.

3. Grade Four

T-tests for independent samples indicated that there were no significant differences between the bilingual program and control students on the Elementary Reading Test, the Elementary School Mathematics Survey or the Canadian Cognitive Abilities Test (see Table 7). Since last year (1977-78) Grade 4 students' data had shown no program and ability level interaction effects, no further analysis was performed this year.

TABLE 7

COMPARISON OF THE GRADE 4 BILINGUAL PROGRAM AND THE GRADE 4 CONTROL STUDENTS ON THE ELEMENTARY READING TEST, ELEMENTARY SCHOOL MATHEMATICS SURVEY, CANADIAN COGNITIVE ABILITIES TEST, 1978-79

Variable	Mean	Maximum Possible Score	SD	n	t-value
Elementary Reading - Decoding		56			
Bilingual Program	43.2		7.9	43	1.34
Control Group	40.9		8.1	40	
EPSB System - 1979	42.0		9.0		
Elementary Reading - Comprehension		84			
Bilingual Program	63.0		11.4	43	1.92
Control Group	57.1		16.0	40	
EPSB System - 1979	61.0		14.3		
Elementary School Mathematics		60			
Bilingual Program	42.0		9.1	42	0.68
Control Group	41.2		10.2	40	
EPSB System - 1979	45.4		9.5		
Canadian Cognitive Abilities - Verbal IQ [a]					
Bilingual Program	110.7		11.0	42	-0.90
Control Group	113.1		11.7	40	
EPSB System - 1978	109.0		14.8		
Canadian Cognitive Abilities - Nonverbal IQ					
Bilingual Program	102.4		12.8	37	-0.25
Control Group	103.2		15.4	39	
EPSB System - 1978	103.4		15.9		

[a] The Canadian Cognitive Abilities Test is administered when the students are in Grade 3.

4. Grade Five

This year the Bilingual (English-Ukrainian) Program was extended to include Grade 5. At the end of this year, the students were compared with the control students on the Elementary Reading Test, the Elementary Mathematics Survey and the Canadian Cognitive Verbal and Nonverbal Abilities scores. T-tests for independent samples indicated that there were no significant differences on the Canadian Cognitive Abilities scores, however, the bilingual program students scored significantly higher on the Reading and Mathematics tests than did their controls. Table 8 reflects these findings.

TABLE 8

COMPARISON OF THE GRADE 5 BILINGUAL PROGRAM AND THE GRADE 5 CONTROL STUDENTS ON THE ELEMENTARY READING TEST, ELEMENTARY SCHOOL MATHEMATICS SURVEY, CANADIAN COGNITIVE ABILITIES TEST, 1978-79

Variable	Mean	Maximum Possible Score	S.D.	n	t-value
Elementary Reading - Decoding		50			
Bilingual Program	41.2		6.4	45	1.99*
Control Group	38.5		6.6	47	
EPSB System - 1979	38.2		7.8		
Elementary Reading - Comprehension		90			
Bilingual Program	70.3		13.9	45	2.31**
Control Group	63.7		13.5	47	
EPSB System - 1979	64.5		15.6		
Elementary School Mathematics		60			
Bilingual Program	46.3		9.1	46	2.70**
Control Group	41.6		7.4	45	
EPSB System - 1979	43.4		9.7		
Canadian Cognitive Abilities - Verbal IQ					
Bilingual Program	110.6		10.3	36	
Control Group	110.3		13.3	46	0.11
EPSB System - 1977	107.4		15.3		
Canadian Cognitive Abilities - Nonverbal IQ					
Bilingual Program	107.6		14.3	36	
Control Group	105.9		12.8	46	0.57
EPSB System - 1977	102.4		15.9		

* $p=.05$
** $p<.05$

5. Summary

No significant program by ability-interaction-effects were found in Grade 2 and 3 when analyses of variance with program and ability level as the factors were performed on the achievement test results. This implies that a child of lower academic ability would have no more difficulty in the bilingual program than in the regular program.

No significant differences were found between the Grade 2, 3 and 4 bilingual program and control students with respect to Reading and Mathematics test scores. However the Grade 5 program students performed better on the Reading and Mathematics test than their controls.

6. Comparison with Previous Evaluations

Reading

In the first year (1974-75) of the study, the Grade 1 bilingual program students showed weakness in one of the English reading subtests, "Word Study Skills". However by the end of the second year (1975-76), those students were superior to the control students on that same subtest and the Grade 1 bilingual program students were superior to the control students on "Word Reading" and "Word Study Skills" subtests. In 1976-77, a new reading test was introduced, therefore longitudinal direct comparisons between subtests could no longer be made. However, the performance of the Grade 1 and 3 bilingual program students on the new test (EPSB Elementary Reading Test) was not significantly different than that of the control students. The Grade 2 bilingual program students scored significantly higher on the Decoding subtest than the control students and equivalently to them on the second subtest. In 1977-78, no significant differences between the bilingual program Grade 1, 2, 3 and 4 students' and the Grade 1, 2, 3 and 4 control students' reading scores were found.

In 1978-79, the Grade 1 level of the English-Ukrainian program was not included in the evaluation. No difference, however, was found on either subtests between the Grade 2, 3 and 4 bilingual program students and their control groups. The Grade 5 program students scored significantly higher than their controls on both subtests - "Decoding" and "Comprehension".

Overall, then, the students in the bilingual program have been achieving as well or better than the regular students on the reading tests.

Mathematics

From 1974-78 the Grade 1 bilingual program students have shown a slight weakness in Mathematics. However, if in fact the bilingual students do suffer from an initial lag in this subject it is only temporary since in both 1975-76 and 1976-77 the Grade 2 bilingual program students were superior in Mathematics and by 1977-78 the Grade 2, 3 and 4 students were on par with students in the regular program.

Again this year, 1978-79, the Grade 2, 3 and 4 bilingual program students achieved as well as the non-program students and the Grade 5 bilingual program students performed better on the Reading and Mathematics tests than their controls.

C. Achievement in Ukrainian Language Skills

T-tests for dependent (paired) samples between the pretest scores in September 1978 and the posttest scores in May 1979, on the Ukrainian Language Skills Test - Grades 2, 3, 4 and 5 indicated that a significant improvement had been made for most of the subtests in all four grades over the year ($p<.001$). This information is reflected in Table 9 and summarized on page 12.

TABLE 9

COMPARISONS OF PRETEST AND POSTTEST SCORES ON THE UKRAINIAN LANGUAGE SKILLS TEST - GRADES 2, 3, 4 and 5

Subtest	Pretest			Posttest			Maximum Possible Score
	Mean	S.D.	n	Mean	S.D.	n	
Grade 2			61			61	
Review	14.7	3.3		16.8	3.0		20
Listening	9.8	3.3		13.5	3.2		32
Reading	5.3	3.7		15.6	3.9		10
Writing	.5	2.3		14.3	4.7		20
Oral Expression	10.4	8.0		38.2	10.8		55
Total	39.5	16.6		98.0	22.1		137
Grade 3			61			61	
Review	13.3	4.4		16.4	4.0		24
Listening	5.8	2.2		7.1	1.2		9
Reading	20.6	6.8		24.9	7.1		37
Writing	8.8	6.3		14.0	7.3		29
Oral Expression	16.7	7.7		31.0	4.8		36
Total	65.1	23.1		93.5	20.7		135
Grade 4			43			43	
Review	12.4	4.1		16.8	3.1		21
Listening	3.3	1.6		5.0	2.0		8
Reading	19.3	7.0		27.0	7.0		42
Writing	14.3	7.3		20.3	7.5		40
Oral Expression	11.9	5.7		12.1	5.3		29[a]
Total	61.3	21.6		81.3	20.6		140
Grade 5			46			46	
Review	10.0	4.3		13.4	4.5		21
Listening	4.3	2.2		4.8	1.8		8[a]
Reading	20.0	10.3		24.5	11.0		42
Writing	10.5	6.9		16.5	8.7		40
Oral Expression	15.2	6.2		16.7	6.3		29
Total	60.0	27.1		76.0	29.7		140

[a] Significant differences ($p<.05$) were found between the pre and posttest scores on all subtests, except the Grade 4 Oral Expression and Grade 5 Listening subtests where no significant differences were found.

Summary

The total pretest-posttest mean of the Grade 2 students' performance improved from 39.5 to 98.0 out of a possible maximum score of 137. The Grade 3 students' total mean improved from 65.1 to 93.5 out of a possible maximum score of 135.

The overall Grade 4 mean improved from 61.3 to 81.3 out of a possible maximum score of 140. However, the mean difference of the "Oral Expression" pretest and posttest scores indicated that the students had not improved significantly on this skill. ($p>.05$)

The Grade 5 total subtest mean improved from 60.0 to 76.0 out of a possible maximum score of 140. However, the pre and posttest scores indicated that the pupils did not significantly improve their "listening" ability between September 1978 to May 1979 ($p>.05$).

On the questionnaires the teachers were required to indicate how well their students performed in certain Ukrainian language skills. Table 10 presents their ratings.

TABLE 10

PERFORMANCE RATING OF STUDENTS' UKRAINIAN LANGUAGE SKILLS BY THE BILINGUAL PROGRAM TEACHERS - PERCENT DISTRIBUTION

Ukrainian Language Skill	N	Very Poorly	Poorly	Well	Very Well
Speaking	14	7%	57	29	7
Understanding	14	-	29	57	14
Reading	11	-	18	64	18
Writing	10	10	50	30	10

The majority of the teachers who responded indicated that their students spoke and wrote Ukrainian "poorly" and understood and read Ukrainian "well". Four teachers commented that there were too distinctive groups - the already fluent and those who learn at school - therefore a relative judgement was required in rating them. One teacher commented that "the lack of Ukrainian in the home makes it difficult for students to grasp the basis of speaking and writing".

D. Appreciation of Ukrainian Culture

1. Parents

Almost all the parents (Grade 2 - 100%, Grade 3 - 98%, Grade 4 - 100%, Grade 5 - 100%) indicated that their child's appreciation of the Ukrainian culture had increased as a result of the bilingual program. Many parents reported that they were aware of their child's growing appreciation of Ukrainian culture because their child sang Ukrainian songs at home, was able to recognize examples of Ukrainian culture, such as costumes and Easter eggs, and had brought from school Ukrainian artwork and crafts. Ninety-one percent of the parents had attended a Ukrainian play or concert in which their child had participated. Some parents commented on other activities which had made them aware of their child's appreciation of Ukrainian culture: speaking Ukrainian at home (n=10); Ukrainian dancing (n=8); and reading Ukrainian (n=3).

Most of the parents (Grade 2 - 76%, Grade 3 - 76%, Grade 4 - 86%, Grade 5 - 72%) wanted their child's teacher to place equal emphasis on Ukrainian language and Ukrainian culture. The remaining parents wanted more emphasis on the Ukrainian language.

Parents were asked how much time they wanted their child's teacher to spend on various aspects of Ukrainian culture. Table 11 reflects the opinions of the parents.

TABLE 11

UKRAINIAN TOPICS PREFERRED BY PARENTS (N=149)

Topic	Number of Parents				
	1 No Time	2	3	4	5 A Great Deal Of Time
Ukrainian singing	2	25	72	31	16
Ukrainian religious traditions (including Christmas and Easter celebrations)	12	43	68	18	6
Ukrainian art	8	38	80	10	8
Information about the Ukraine (past and present)	4	27	79	32	4
History of the Ukrainian settlers in Canada	4	27	63	33	20
Ukrainian community in Canada today	8	25	60	37	16
Ukrainian literature (e.g., Taras Shevchenko, Ivan Franko)	5	25	57	44	15
Ukrainian folklore (e.g., myths, legends)	4	26	69	33	13
Ukrainian dancing	10	26	69	27	14
Ukrainian foods	6	34	67	25	14

The parents did not indicate a strong preference for a particular topic. Many parents indicated that a considerable amount of time could be spent learning about the early settlers in Canada (n=53), about Ukrainian communities in Canada today (n=53), and Ukrainian literature (n=59). The topics that were most frequently selected to have little or "no time" spent on were, Ukrainian art (n=46), Ukrainian religious traditions (n=55) and Ukrainian foods (n=40). Other aspects of Ukrainian culture mentioned by a few parents included: music, poetry, heritage and blessings, and comparison of the Ukraine today with 100 years ago.

2. Teachers

All of the teachers (N=14) felt that the bilingual program had had a positive effect on their students' appreciation of Ukrainian culture.

The aspects of Ukrainian culture which the teachers had spent the most time teaching were Ukrainian religious traditions, including Christmas and Easter celebrations, Ukrainian singing, and history about the Ukraine (past and present). The aspects which the teachers had spent least time teaching included: Ukrainian folklore, foods, art, early Canadian Ukrainian settlers and Ukrainian communities in Canada today.

Special Activities

1. Parents

Fifty-one percent (n=75) of the parents indicated that an appropriate number of special activities (field trips, concerts, visitors, etc.) had been organized for their child's class. Thirty-three percent of the parents indicated that too few activities had been organized and 13% did not know.

2. Teachers

A total of 54 special events had been organized for Grades 1 to 5 bilingual program classes. Grade 1 teachers reported the least number of special events (n=3) with a range of 1-2 special events for each class; Grade 2 reported 14 special events with a range of 1-5 events per class; Grade 3 reported 13 events with a range of 2-4 per class; Grade 4 reported 14 events with a range of 1-4 per class; and Grade 5 reported 10 special events with a range of 1-4 events per class.

3. Principals

Four principals indicated that the bilingual program classes generally had more special activities than did the regular classes.

E. Reactions to the Program

1. Course Content

a) Instructional Time Analysis

The 1978-79 Bilingual (English-Ukrainian) Program consisted of 23 classes: Grade 1 - 4 classes, Grade 2 - 5 classes, Grade 3 - 5 classes, Grade 4 - 5 classes and Grade 5 - 4 classes.

The bilingual teaching staff consisted of 10 teachers who had taught last year and four teachers who had not.

The teachers were required to indicate which subjects they taught in Ukrainian only, in English only, or in both languages. Table 12 summarizes this information.

TABLE 12

BREAKDOWN BY CLASS OF SUBJECTS TAUGHT IN UKRAINIAN, ENGLISH OR BOTH UKRAINIAN AND ENGLISH (N=22 classes)

Subject	Ukrainian	English	Both Languages
Ukrainian Language Arts	13	0	9
English Language Arts	0	15	7
Mathematics	0	16	6
Physical Education	5	0	16
Science	2	18	2
Music	8	1	11
Art	7	0	15
Social Studies	3	1	18
Classroom Functions	3	0	19

NOTE: All data are based on 22 classes instead of 23 due to the response rate of the teachers.

Of the core subjects, 13 Ukrainian Language Arts classes, two Science classes and three Social Studies classes were taught in Ukrainian only and 15 English Language Arts classes, 18 Science classes, and 1 Social Studies class were taught in English only. No Mathematics classes were taught in Ukrainian only. Music, Art and Physical Education were generally taught in both languages. Both languages were used in most classes (n=19) for classroom functions.

The teachers reported their approximate percent of Ukrainian instructional time spent in each class. Table 13 summarizes this information.

TABLE 13

PERCENT OF UKRAINIAN INSTRUCTIONAL TIME SPENT IN EACH CLASS (N=22 CLASSES)

Percent of Ukrainian	Grade					Classes n
	1	2	3	4	5	
30	1					1
47			1	1	1	3
50		4	3	2	2	11
60	1		1	1		3
70	1					1
75				1	1	2

The average class time spent in Ukrainian was slightly more than 50% of instructional time - Grade 1 - 53%, Grade 2 - 50%, Grade 3 - 51% Grade 4 - 56%, and Grade 5 - 56%. (See Table 13.) The teachers indicated that they used the Ukrainian language for functional purposes (directives) "most of the time" (n=14 classes, 64%) and "all of the time" (n=8, 36%).

Grade One

One class indicated that only 30% of instructional time was spent in Ukrainian. Two classes indicated that more than 50% of instructional time was spent in Ukrainian (60% - 1 class, 70% - 1 class). The average percent of instructional time spent in Ukrainian in Grade 1 classes was 53%.

Grade Two

All four Grade 2 classes reported that 50% of all instructional time was spent in Ukrainian

Grade Three

One class indicated that 47% of instructional time was spent in Ukrainian. Four classes indicated that 50% or more of instructional time was spent in Ukrainian (50% - 3 classes, 60% - 1 class). The average percent of Grade 3 instructional time spent in Ukrainian was 51%.

Grade Four

One class indicated that 47% of instructional time was spent in Ukrainian. Four classes reported spending 50% or more (50% - 2 classes, 60% - 1 class, 75% - 1 class). The average percent of Grade 4 Ukrainian instructional time was 56%.

Grade Five

One class had spent 47% of instructional time in Ukrainian, two classes spent 50%, and one class spent 75%. The average percent of Ukrainian instructional time spent by the Grade 5 teacher was 56%

Summary

Overall, four classes spe.. less than 50% of the instructional time in Ukrainian; 11 classes spent 50%, and six classes spent more than 50% of the instructional time in Ukrainian.

Instructional Time in Both Languages

The teachers reported their approximate total (both Ukrainian and English) instructional time spent in each subject. Table 14 presents this information.

TABLE 14

BILINGUAL ENGLISH-UKRAINIAN PROGRAM INSTRUCTIONAL TIME ANALYSIS (MINUTES PER WEEK)

Subject	Grade 2 (n=4)			Grade 3 (n=4)			Grade 4 (n=4)			Grade 5 (n=3)		
	Recommended Time[1]	$\bar{X}$[2]	Actual Time	Recommended Time	$\bar{X}$	Actual Time	Recommended Time	$\bar{X}$	Actual Time	Recommended Time	$\bar{X}$	Actual Time
Ukrainian Language Arts	-	275	224-305	-	285	224-335	-	231	150-335	-	196	150-285
English Language Arts	500-700	426	360-465[a]	500-700	473	360-750	575-710	483	375-600	575-710	517	411-600
Mathematics	200-270	233	217-255	200-270	235	217-255	225-300	236	210-255	225-300	235	210-255
Physical Education	90-150	75	60-90	90-150	83	60-90	90-150	112	90-164	90-150	119	90-164
Science	90-120	68	60-90	90-120	68	60-90	90-150	68	60-90	90-150	70	60-90
Music	60-120	98	60-180	60-120	98	60-180	60-120	60	60	60-120	60	60
Art	60-120	60	60	60-120	60	60	60-120	59	57-60	60-120	59	57-60
Social Studies	225-300	224	210-240	225-300	227	210-240	225-300	205	180-240	225-300	193	180-200[a]

[1] Supplied by the Curriculum Department, EPSB, 1978-79

[2] Refers to the average time

[a] Below recommended time range

Generally, the bilingual teachers remained within the instructional time range recommended for each grade and subject. However, only in Mathematics classes did all of the teachers (Grade 2,3,4 and 5) stay well within the recommended instructional time. The Grade 2 English Language Arts and Grade 5 Social Studies instructional time ranges were below the recommended time ranges.

b) Exposure to the Ukrainian Language Outside of School

In order to determine to what extent the students were exposed to the Ukrainian language outside of class the teachers and parents were required to indicate how often the students had listened to Ukrainian TV or radio and how often the students spoke Ukrainian with other people outside of class.

Teachers

Eleven teachers (79%) indicated that the students "rarely" or "sometimes" spoke Ukrainian with other people outside of class; most of the teachers (n=9, 64%) did not know how often the students had listened to Ukrainian TV or radio. However, two teachers (14%) did report that their students listened to Ukrainian TV or radio "once a month".

Parents

The majority of parents (n=90, 60%) reported that their child had "never" listened to Ukrainian TV or radio outside of class. Seventy-six percent (n=113) of the parents indicated that their child "rarely" or "sometimes" spoke Ukrainian outside of class. However most of the parents (n=106, 71%) reported that they had taken their child to special Ukrainian cultural events.

c) Ukrainian Language Materials Being Used

Teachers

The teachers were asked to indicate which of the six readers they had used in their class. Table 15 summarizes this information.

TABLE 15

NUMBER OF CLASSES USING THE SUGGESTED UKRAINIAN READERS AND WORKBOOKS AT EACH GRADE LEVEL (N=22)

Readers	Number of Classes				Total n
	Grade 2	Grade 3	Grade 4	Grade 5	
Tyt i Tam	4				4
Druzi		3			3
Shkola	1	2			3
Kazky			4	4	8
Pryhody			4	4	8
Khodit Zi Mnoyu					
Workbooks					
Tyt i Tam	3				3
Druzi		3			3
Shkola	1	2			3
Kazky			4	4	8
Pryhody			4	4	8
Khodit Zi Mnoyu					

NOTE: Grade 1 (N=3)
Ukrainian Reading is not taught at the Grade 1 level, however one teacher indicated that the reader Tyt i Tam had been used as reference material.

Grade 2 (N=5)
Four Grade 2 classes used the Tyt i Tam reader and three classes used the Tyt i Tam workbooks; one class used the Skhola reader and workbook.

Grade 3 (N=5)
Three classes used the Druzi reader and workbook; two classes used the Shkola reader and workbook. One teacher reported that supplementary readers - Bogna Pryk, Deuko - had been used.

Grade 4 (N=5)

Four classes used Kazky and Pryhody readers and workbooks. One class did not use any of the suggested readers and workbooks. Teachers reported that supplementary readers were used - Bogna Pryk (n=2); Deuko (n=2). Maria Deyko Book 1 and Wkora had also been used by four of the teachers.

Grade 5 (N=4)
All of the classes (N=4) used the Kazky and Pryhody readers and workbooks. Maria Deyko Book 1 was used by one of the teachers.

The new reader Khodit Zi Mnoyu had not been used by any of the Grade 5 teachers.

d) Availability of Ukrainian Language Materials

Of the five principals, two principals indicated that there were "too few" and two principals indicated that there were "enough" Ukrainian language materials available to the teachers and students in the bilingual program.

Language Materials

Generally, the parents reported that Ukrainian language materials were brought home occasionally. Respectively, 38% (n=56) and 41% (n=61) of the parents indicated that vocabulary lists and worksheets were "often" brought home by their child. However, approximately two thirds of the parents reported that readers, workbooks, and library books were either "never" or only "sometimes" brought home, and that song sheets were either "sometimes" or "often" brought home.

The results suggested that Grade 2 and 3 children had taken home Ukrainian language materials the least often.

Library Books

Of the 14 teachers, 10 teachers (71%) indicated that "too few" Ukrainian library books were available for their students. Thirty-five percent of the parents (n=52) reported that "too few" Ukrainian library books were available to their child. However, many of the parents (n=73, 49%) reported that they "did not know" whether there were enough Ukrainian school library books available to their child.

2. Home-School Communication

Parents

a) Evaluation of Student Progress

Almost all the parents (n=136, 91%) reported that they had received adequate information about their child's progress in the program (Grade 2 - 93%, Grade 3 - 86%, Grade 4 - 93%, Grade 5 - 97%).

Thirteen parents (9%) indicated that more information in regard to course outline (n=1), students' special difficulties (n=3); students' language skills (n=3), and class standing (n=1) was required (see Appendix A, page 50).

b) Bulletins

Ninety percent of the parents (n=134) reported that they had received the Parents' Bulletin. The majority of parents (n=122, 82%) indicated that the Bulletin was informative.

c) Parental Involvement

Parents

The majority of parents (n=100, 67%) reported that they were not involved with the bilingual program this year. Fifty-eight parents (39%) indicated that they would like to be involved with the bilingual program next year.

The parents were asked to indicate the activities in which they would like to be involved. Table 16 summarizes their preferences.

TABLE 16

FREQUENCY OF ACTIVITIES IN WHICH THE PARENTS WOULD LIKE TO PARTICIPATE

Activity	Grade				Total Column n
	2	3	4	5	
Field Trips	14	12	8	5	39
Publicity	4	5	4	2	15
Preparation of Materials	4	2	1	-	7
Classroom Help	12	6	3	1	25
Lunch Hour Supervision	2	1	-	-	3

More parents of children in Grade 2 (87%) reported that they would like to be involved with the program than did the other parents - Grade 3 - 53%, Grade 4 - 58%, Grade 5 - 27%.

The activities that the parents preferred to assist with included: field trips, program publicity, and classroom activities.

Teachers

Thirteen teachers (92%) reported that they would like the parents to be involved with the bilingual program. Eighty-six percent of the teachers reported that they would like the parents to assist on field trips; 57% would like help with program publicity and 29% would like help preparing materials, games, etc.

3. Program Personnel

a) Teachers' Professional Development

Inservices

Seven bilingual program teachers had attended the Language Arts - Grades 3, 4, 5 inservice; five of these teachers found the inservice helpful.

Ten teachers (71%) had attended the Oral Language Skills inservices; five of the teachers found the inservice helpful and four teachers found the inservice "somewhat helpful" and one teacher found it "not helpful".

Four Grade 1 teachers had attended the Grade 1 Handbook Orientation inservice; three of the teachers found the inservice "somewhat helpful" and one found it "not helpful".

The majority of teachers (n=11, 79%) reported that there were "too few" inservices held this year; only three teachers (21%) indicated that an adequate number of inservices had been held.

The teachers were required to identify the topics that future inservices should cover. Table 17 presents their opinions.

TABLE 17

FUTURE INSERVICE TOPICS PREFERRED BY THE BILINGUAL PROGRAM TEACHERS (N=14)

Topics	Number of Teachers	
	n	%
Teaching techniques for Ukrainian comprehension and expression	12	86
Teaching Social Studies in Ukrainian	11	79
Teaching techniques for Ukrainian reading and writing	9	64
Teaching cultural topics	8	57
Make and take sessions	6	43
Discussion of difficulties and problems	5	36
Teaching Mathematics in Ukrainian	4	29

The topics preferred by the teachers for future inservices include: teaching techniques for Ukrainian comprehension and expression (n=12); teaching Social Studies in Ukrainian (n=11); teaching techniques for reading and writing (n=9); and teaching cultural topics (n=8).

Other topics mentioned by the teachers were: oral language development (n=2); ceramics, costumes, games (n=3); and teaching Science in Ukrainian (n=1).

The teachers were asked what topics they would be willing to present at future inservices. Only two teachers responded; one teacher was willing to present oral language development; and the other teacher indicated that any topic could be presented if sufficient preparation time was given.

Intervisitation

Most of the teachers (n=10, 71%) had not observed another Bilingual English-Ukrainian Program classroom in operation. Of the four teachers who had observed another classroom two teachers found the observation "very helpful"; one found it "somewhat helpful"; and one did not find the observation helpful.

Program Consultant

The teachers were asked how the Bilingual English-Ukrainian Program consultant had helped them this year.

Seven teachers commented. The program consultant was identified as being most helpful in the areas of providing moral support and

supplementary materials (e.g., readers and curriculum guides), and organizing intervisitations.

4. Integration of Program

Teachers

The program teachers were asked to indicate whether they had received the same support as the non-program teachers had received. Table 18 illustrates their perceptions.

TABLE 18

THE AMOUNT OF SUPPORT PROVIDED TO PROGRAM TEACHERS AS COMPARED WITH THE AMOUNT OF SUPPORT PROVIDED TO THE NON-PROGRAM TEACHERS AS PERCEIVED BY PROGRAM TEACHERS (N=14)

Support Provided By	Much Less Support		Somewhat Less Support		Same Support		Somewhat More Support		Much More Support	
	n	%	n	%	n	%	n	%	n	%
Principal	-	-	5	36	8	57	1	7	-	-
Assistant Principal	1	7	6	43	7	50	-	-	-	-
School Secretary	1	7	2	14	11	79	-	-	-	-
Non-Program Teachers	2	14	4	29	7	50	1	7	-	-
School Librarian	-	-	5	36	9	64	-	-	-	-
School Counselor	1	7	3	21	9	64	1	7	-	-

The majority of program teachers indicated that their principal (n=8, 57%) and the school support staff had given them as much support as they had given to the non-program teachers. However, seven teachers (50%) reported that they had received less support from their assistant principal and six teachers (43%) reported that they had received less support from the non-program teachers in their school than the non-program teachers received.

The majority of teachers (n=8, 57%) reported that they did not feel isolated from the non-program teachers; five teachers reported feeling "somewhat isolated", and one teacher reported feeling "very isolated" from the non-program teachers.

Most teachers (n=9, 64%) and most parents (n=110, 74%) indicated that the students were an integral part of the school and were not isolated from the other students in the non-program classes. Five teachers (36%) and 34 parents (23%) reported that the students were "somewhat isolated".

b) Administrators

All five principals reported that the bilingual classes were an integral part of the school and were not isolated. Two principals indicated that their staff was "well informed" and three principals indicated that their staff was "somewhat informed" about what was happening in the bilingual program classes.

5. Operational Concerns

a) Transportation

Parents

Fifty-one parents (34%) reported that their child had not attended the neighborhood school and therefore transportation for their child had to be arranged. Thirty-four of these parents (67%) indicated that arranging transportation presented few problems; 14 parents (27%) indicated that arranging transportation was "somewhat difficult", and three parents (6%) found arranging transportation "very difficult".

b) Lunch Hour Arrangements

Of the 51 parents (34%) whose child was transportated to school, 46 parents (31%) reported that their child usually ate lunch at school. These parents were requried to indicate how satisfied they were with the lunch arrangements at school for their child. Table 19 summarizes the parents' perceptions.

TABLE 19

PARENTAL SATISFACTION WITH LUNCH HOUR ARRANGEMENTS
- PERCENT DISTRIBUTION

Lunch Arrangement	N	Very Unsatisfactory	Somewhat Unsatisfactory	Somewhat Satisfactory	Very Satisfactory
Lunch room supervision	46	4%	4	31	61
Facilities	45	4	-	62	34
Activities	42	7	14	62	17

The majority of parents involved were somewhat to very satisfied with the lunch room supervision (92%), school facilities (96%) and available activities (79%).

The school principals reported a range of 4 to 27 bilingual program children ($\bar{X}$ = 22) who ate lunch at their school. Three of the five schools had made special lunch hour arrangements for these children. Four of the five principals reported that lunch arrangements had been "somewhat inconvenient". Some of the inconveniences identified included: provision of special supervision (n=1), absorption of administrators' time (n=1), provision of a play area after lunch (n=1) and the adjustment of the timetable to fit the ETS schedule (n=1).

The principals were asked to describe any special arrangements that had to be made in order to accommodate the children who ate lunch at school. One principals indicated that no special arrangements had to be made since non-program students were also taking lunch and four principals indicated that art rooms and classrooms were converted to lunch rooms.

One school had organized volunteer parents to supervise the lunchroom; teachers, administrators, and teacher aides supervised the students during lunch period in three of the schools, and one school had a paid lunchroom supervisor.

A variety of noontime activities had been arranged or made available for the children who ate lunch at school. The activities included:

- television (n=3);
- house leagues (n=2); and
- games (n=2).

See Appendix C, page 74, for complete list of activities.

Three principals indicated that lunch arrangements were "very satisfactory", two principals indicated that the arrangements were "somewhat unsatisfactory".

6. Late-Entry Policy

The admission of late-entry students (students with no previous experience in the Bilingual English-Ukrainian Program) was introduced to provide students with the opportunity to enroll in the program, later than in Grade 1.

a) Principals (N=5)

Four principals reported that there should be a late-entry policy with restrictions. The fifth principal did not respond. The following restrictions were indicated: late-entry students should be permitted to enroll only up to Grade 2 (n=2); late-entry students should attend the "Catch-up Immersion Program" (n=3); and only those students of average or above average achievement levels should be permitted to enroll (n=2). One principal indicated that admission depended upon an individual students' Ukrainian language ability thus students who had acquired some fluency in Ukrainian should be permitted to enroll after Grade 3.

b) Teachers (N=14)

The teachers reported that nine late-entry students enrolled during 1978-79 (Grade 1 - 3, Grade 2 - 2, Grade 3 - 4). The teachers were asked to compare the late-entry students' Ukrainian language skills to the Ukrainian language skills of the other program students. Table 20 presents their ratings.

TABLE 20

COMPARISON OF LATE-ENTRY STUDENTS' ACADEMIC PERFORMANCE WITH THEIR CLASSMATES - TEACHERS' RATINGS

Ukrainian Language Skill	Very Much Worse	Somewhat Worse	Same	Somewhat Better	Very Much Better
Oral Comprehension	-	2	-	2	1
Oral Expression	-	2	1	2	-
Reading	-	2	-	1	1
Writing	-	2	-	1	1
English Reading	-	1	2	1	1
Mathematics	-	1	2	1	1

According to their teachers, most late-entry students performed the same or better than the other students in their class. A breakdown of the data indicated that the Grade 1 late-entry students were rated slightly lower on their Ukrainian language skills (comprehension, expression, reading and writing). Table 21 compares the achievement of the late-entry students' with the program students' achievement.

TABLE 21

COMPARISON OF THE GRADE 2, 3, 4 AND 5 LATE-ENTRY STUDENTS' ACHIEVEMENT WITH THAT OF THEIR CLASSMATES

	Grade 2				Grade 3				Grade 4				Grade 5			
	Late-Entry		Classmates		Late-Entry		Classmates		Late-Entry		Classmates		Late-Entry		Classmates	
Test Skill	n	$\bar{X}$ [a]	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$	n	$\bar{X}$
Ukrainian Language Arts - Total																
Pretest	2	25	72	40	3	45	61	64	1	33	42	62	2	78	43	55
Posttest	1	103	69	98	1	132	61	93	1	68	42	81	2	91	44	75
English Language Arts - Comprehension	2	50	70	52	5	55	61	57	1	62	42	63	2	70	43	70
Decoding	2	56	70	59	5	51	61	52	1	42	42	43	2	43	43	41
Mathematics	2	53	70	51	5	42	60	44	1	43	41	42	2	50	44	46
Canadian Cognitive Abilities Verbal					5	114	62	110	1	102	41	111	1	107	35	111
Nonverbal					5	100	62	105	1	106	40	103	1	93	35	108
Quantitative					5	97	62	105	1	117	41	103	1	99	35	103

[a] Average Score

Due to small samples of late-entry students, statistical analysis could not be performed. The overall achievement scores attained on the Ukrainian Language Skills test, the English Reading and Mathematics tests and the Canadian Cognitive Abilities test (Grade 3, 4 and 5) of the late-entry students did not differ considerably from those attained by the students who were not late-entry students.

Respectively, the average Ukrainian Language Arts posttest scores of the Grade 2, 3 and 5 late-entry students were 103, 132, and 91, as compared to their classmates' average scores of 98, 93 and 75. The average Verbal I.Q. score of the Grade 3 late-entry students was 114; the average Verbal I.Q. score of their classmates was 110.

The average Mathematics score attained by the Grade 5 late-entry students was 50, and the average score attained by their classmates was 46. The average Nonverbal and Quantitative I.Q. scores of the Grade 5 late entry students was 93 and 99 as compared to 108 and 103 attained by their classmates.

Differences of only 1 to 3 points were found in the Comprehension and Decoding scores of the late-entry and regular program students. (See Appendix G, page 253 for the detailed table of achievement scores.)

The teachers were asked what restrictions, if any, should be placed on the late-entry students. Seven teachers indicated that only those students of average or above average achievement levels should be permitted to enroll; six teachers reported that late-entry students should attend the "Catch-Up" Immersion Program, and five teachers reported that a late-entry student should be enrolled only if the student is fairly fluent in Ukrainian.

Having a limited number of late-entry students in a class (n=1) and having late-entry enrollment only up to a certain grade (n=4) were not viewed by the teachers as deciding factors for admission to the Bilingual English-Ukrainian Program. One teacher indicated that the late-entry policy should not be continued.

Only one Grade 3 teacher responded to the question inquiring about the helpfulness of the "Catch-Up Immersion Program". This teacher indicated that the "Catch-Up" program was "very helpful and that the students could not have handled the program without it". Three teachers rated the overall success of the "Catch-Up" program. Two of these teachers indicated that the "Catch-Up" program was "successful" and one teacher found it "very unsuccessful".

7. Appropriateness of the Curriculum Objectives

a) Music Curriculum (N=9 teachers)

Eight teachers who taught Music had received the Music curriculum in Ukrainian.

The teachers were asked whether the Music objectives were specific enough and whether they were of appropriate difficulty for their grade level.

Three teachers indicated that the Music objectives were "suitable", and four teachers could not comment since they had just recently received them and had not had the opportunity to review the objectives. Two teachers indicated that the objectives were of appropriate difficulty for their grade and one teacher felt that the objectives were "somewhat too difficult" particularly for those students without Music background. Three teachers indicated that the Music objectives should not be revised at this time. One teacher indicated that the objectives should be revised and suggested that all of the objectives should be written in English rather than in Ukrainian.

b) Ukrainian Language Arts for Grades 1, 2 and 3 (N=10 teachers)

Two teachers indicated that the objectives of the Alberta Education Integrated Ukrainian-Social Studies-Language Arts Curriculum Guide

were "specific enough" and of appropriate difficulty for their grade level. One teacher indicated that the objectives were "too general" and "somewhat too difficult". Seven teachers did not comment about the appropriateness of the objectives.

Four teachers indicated that they would find an overview of the Ukrainian Language Arts and Social Studies objectives for the entire bilingual program (Grades 1-6) "very useful". Three teachers indicated that they would be "of limited use".

Eight teachers indicated that they would find a series of Structural Exercises for Oral Expression useful.

c) Ukrainian Language Arts for Grades 4 and 5 (N=4 teachers)

All of the Grades 4 and 5 teachers (N=4) had received the Alberta Education "Movna Dialjnist".

Two teachers reported that they had found the objectives of the Curriculum Guide for each language skill area "suitable". One teacher found the objectives "somewhat too specific".

Two teachers indicated that the objectives for listening and speaking skill areas were of appropriate difficulty for their grade; two teachers, however, felt that the objectives were too difficult. One teacher commented that the objectives were "much too difficult for those students who entered the program without any Ukrainian".

One teacher indicated that the reading and writing skill areas were of appropriate difficulty; three teachers reported that they were "somewhat too difficult". One teacher reported that the writing objectives were inappropriate for those students not fluent in Ukrainian.

Two teachers indicated that the number of objectives were appropriate and two other teachers indicated that there were "too many" objectives for their grade level and that revisions should be made.

Two teachers indicated that they would find the Grades 1 to 6 overview of the Ukrainian Language Arts objectives "useful"; one teacher felt that they would be "of limited use".

Three teachers had received the vocabulary list for their grade, and had found them "useful". One teacher suggested that the list should be categorized.

All four of the Grade 4 and 5 Language Arts teachers perceived that they would find a series of Structural Exercises for Oral Expression and Dictations in Ukrainian either "very useful" (n=3) or "useful" (n=1).

d) Ukrainian Language Arts Materials Prepared by Program Teachers (N=14)

Eleven teachers indicated that they had used the materials prepared by the program teachers last year. Six teachers used them "often" and five teachers used the materials "sometimes".

Seven teachers indicated that these materials were useful in developing the students' reading and writing skills. Other aspects of the materials found most useful were:

- grammar exercises (n=3);
- "the structured exercises" (n=3);
- vocabulary lists (n=2);
- phonic exercises (n=2);
- "all useful, since there are so few materials available" (n=2); and
- short stories (n=1).

One teacher indicated that oral exercises were the least useful aspect of the materials.

Seven teachers suggested that an inservice to review and study the actual materials available should be held. The suggestion that the materials should be categorized and put into useable units was made (n=4). Other suggestions included: "additional workbook materials needed" (n=4); "note difficulty level" (n=2); "add more declention exercises and vocabulary development type of exercises" (n=1); and "make vocabulary list consistent with readers" (n=1)

e) Social Studies

Of the four teachers who responded to this question, three teachers indicated that they had used the Symbols of Canada and two teachers indicated that they had used the Geographic Regions units. Three teachers indicated that revisions should be made to the Symbols of Canada because there was too much to cover. Two teachers suggested that exercises should be added to the Geographic Regions unit (n=1) and that descriptions should be simplified (n=2).

8. General Satisfaction with the Program

a) Administrators

All of the principals reported that the students and their parents were happy to be in the Bilingual English-Ukrainian Program. Four

principals rated the program at their schools as "very successful"; one principal rated the program as "somewhat successful".

b) Program Teachers

The majority of teachers (n=12) perceived the parents as being "very happy" (n=5) or "happy" (n=7) with their child's participation in the program. All of the teachers reported that their students were "very happy" (n=5) or "happy" (n=9) about their participation in the bilingual program. Six teachers (43%) indicated that the program was "very successful" this year; seven teachers (50%) perceived the program as "somewhat successful"; and one teacher (7%) perceived the program as "somewhat unsuccessful".

c) Parents

Eighty-nine percent of the parents (n=133) indicated that their child was interested in learning Ukrainian. Eighty-one percent of the parents (n=120) were happy with their childs' participation in the program and reported that their child was happy with the program.

The majority of parents reported that their child was doing "well" or "very well" in the Ukrainian langauge skills: speaking (n=119, 80%), understanding (n=122, 82%), reading (n=120, 81%), and writing (n=120, 80%).

Most parents indicated that they were satisfied with their child's progress in: English reading (n=133, 89%), Mathematics (n=126, 85%), Ukrainian Language Arts (n=126, 85%), and other subjects (n=126, 85%).

Eighty-six percent of the parents (n=128) indicated that they would enroll their child in the bilingual program next year; 2% (n=3) said they would not continue and 10% (n=15) were undecided.

d) Program Concerns

The principals were asked whether there had been any major program problems in their school this year. Four principals indicated that there had been major problems. The problems identified were:

- "as program progresses a grade a non-program teacher has to leave school" (n=1);
- "split classes due to low registrations" (n=1);
- continuing declining enrolment (n=1);
- "inadequate curricular resources" (n=1).

9. Program Expansion to the Junior High Level

a) Continuation

The parents were informed that plans were being made to extend the Bilingual English-Ukrainian Program to Junior High (Grade 7, 8 and 9) by September 1980. The parents were asked to indicate whether their child would want to continue in the program at the Junior High level. Table 22 presents the parents' perceptions.

TABLE 22

POSSIBLE PARTICIPATION IN THE BILINGUAL ENGLISH-UKRAINIAN PROGRAM AT THE JUNIOR HIGH LEVEL

Participation Grade	N	Definitely No		Probably No		Undecided		Probably Yes		Definitely Yes	
		n	%	n	%	n	%	n	%	n	%
2	42	1	2	2	5	9	21	13	31	17	41
3	49	2	4	2	4	11	22	16	33	17	35
4	28	-	-	3	11	4	14	14	50	7	25
5	29	-	-	-	-	4	14	9	31	16	55

Seventy-three percent of the parents (n=109) indicated that their child would "probably" or "definitely" continue in the program at the junior high level; 19% of the parents (n=28) were undecided, and 7% of the parents (n=10) reported that their child would not continue in the program.

b) Central School Location

Thirty-eight percent of the parents (n=56) indicated that they would be willing to have their child travel to a central school location if the program were offered at only one or two central school locations; 15% of the parents (n=22) answered "no"; and 35% of the parents (n=52) were "undecided".

c) Preference of Junior High Program

The parents were asked to rank the possible Junior High Bilingual English-Ukrainian Programs in order of preference (see Table 23).

TABLE 23

THE JUNIOR HIGH BILINGUAL ENGLISH-UKRAINIAN PROGRAM PREFERRED BY THE PARENTS

Program	First Choice		Second Choice	
	n	%	n	%
A. Ukrainian taught as a subject including cultural enrichment for 80 minutes per day. All other options taught in English	58	39	39	26
B. Social Studies and Ukrainian Language Arts taught in Ukrainian and the remaining core subjects - English Language Arts, Mathematics, Science, Physical Education - taught in English. Options taught in English	49	33	53	36
No preference	23	15		

NOTE: Nineteen parents did not respond.

As a first choice 58 parents (39%) preferred program A and 49 parents (33%) preferred program B. Thirty-nine parents (26%) chose program A and 53 parents (36%) chose program B as their second choice. Twenty-three parents (15%) indicated that both programs were equally acceptable.

10. Recommendations

a) Teachers

The teachers recommended that more appropriate subject area materials and teaching guidelines be developed: i.e., Grade 2 dictations (n=1); more specific Language Arts directions on what to cover (n=1); Ukrainian reading materials (n=2); and fewer Ukrainian Language Arts objectives (n=1).

Other suggestions made by the teachers were:
- "all teachers should be aware of the entire Kindergarten - Grade 6 bilingual program" (n=1);
- "give teachers out of classroom time to prepare useful Ukrainian readers" (n=1); and
- "eliminate questionnaires to teachers" (n=1).

(See page 71, Appendix B.)

b) Parents

The parents recommended a variety of changes. Some of the changes suggested most often were:
- "no split classes if possible" (n=6);
- "Ukrainian students should be exposed to French as well" (n=4);
- "more appropriate, challenging Ukrainian library and reference books in all subject areas" (n=3);
- "too much emphasis on crafts and crafts too difficult" (n=2);
- "improve lunch hour supervision" (n=2);
- "students should be allowed to take third language in junior high" (n=2); and
- "have Ukrainian celebrations..." (n=2).

(See page 50, Appendix A.)

F. Reasons for Withdrawal

Forty-six students had been withdrawn from the Bilingual (English-Ukrainian) Program between October 1977 and May 1979. Thirty-two of the 46 withdrawals occurred during June and July 1978; 14 students were withdrawn during the school year (15 - Grade 1; 13 - Grade 2 ; 13 - Grade 3; 5 - Grade 4).

Twelve students (26%) were withdrawn because of change of address (seven students moved between May 1978 and August 1978, and five students moved between September and December 1978). Thirty-four (74%) students were withdrawn for other reasons. Questionnaires were sent to these 34 parents; 18 (53%) parents returned their questionnaire.

The 18 parents indicated a variety of reasons for withdrawing their child from the program. The most frequently stated reasons were: a) child had difficulty with English Language Arts (n=8); b) child had difficulty learning Ukrainian (n=7); and c) child disliked the teacher (n=4). Two students were withdrawn at the request of the teacher or counselor. Eleven parents had stated other reasons. Eight of the "other" reasons related to academic or program problems and three were personal reasons.

Most of the parents indicated that their child's achievement was "better" or "much better" after leaving the bilingual program (see Table 24).

TABLE 24

STUDENTS' ACADEMIC IMPROVEMENT AFTER WITHDRAWING FROM THE BILINGUAL ENGLISH-UKRAINIAN PROGRAM - PERCENT DISTRIBUTION

Subject	N	Much Worse	Worse	Same	Better	Much Better
English Language	14			14%	50	36
Mathematics	15			33	27	40
Social Studies	13			15	39	46
Science	13			15	39	46

Five parents (33%) indicated that their child's achievement had remained the same in Mathematics; 10 (67%) parents reported an improvement in Mathematics and approximately 85% of the parents indicated that their child had improved considerably in English Language Arts, Social Studies and Science.

The majority of parents (mothers - 62%, fathers - 57%) indicated that they were able to speak and understand Ukrainian "fairly well" or "fluently" but that they were not able to read and write Ukrainian well. The major reasons why the parents enrolled their child in the bilingual program were: a) "so child will become bilingual" (n=11); b) "parents or guardians are of Ukrainian descent" (n=10); and (c) "to help the child better understand Ukrainian people and their way of life (n=1); and (d) to make school more interesting and challenging" (n=8).